Papers will be read by an interdisciplinary audience made up of professors from different colleges and majors. Papers will be evaluated on their ability to offer a new approach to a topic or research question and to argue for the significance of this topic to a broader audience. Papers will also be evaluated for the fluidity of their prose and overall professionalism of the writing.

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| CONTENT | Advanced - 5 | Proficient - 4 | Adequate - 3 | Limited - 2 | Inadequate - 1 |
| **Contribution:**  The paper identifies a gap in the field and describes how their research is attempting to fill this gap. A gap may be an under-researched topic, an unresolved question, unexplored implications of a theory or finding, etc. Simply stated, the paper attempts to add something new to the conversation. |  |  |  |  |  |
| **“Status Quo”: (i.e. literature review):**  Describes the current or conventional practices, theories, and/or shared findings of researchers in the relevant field of study. |  |  |  |  |  |
| **Support/Evidence:**  The paper supports its claims with appropriate and persuasive evidence. |  |  |  |  |  |
| **ORGANIZATION/STYLE** |  |  |  |  |  |
| **Controlling Idea:**  The paper remains consistently focused on a main idea or ideas. The sections and paragraphs work together to provide ample evidence for/elaboration of this idea. |  |  |  |  |  |
| **Reader-based Organization:**  The paper uses specific features including transitions, topic sentences, metacommentary, etc. to effectively organize information in a reader-friendly way. The paper does not contain mechanical or structural errors that interfere with reader comprehension. |  |  |  |  |  |

**Total Points:**